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ABSTRACT

At a cost of $3,035,141.00, Idaho's fiscal year 1983 migrant education programs served 7,441 students during the regular school year (33 programs) and 2,853 students during the summer session (23 programs). Twenty-five projects employed resource teachers at the preschool and/or elementary level during the regular year. Instruction was provided in reading, math, communications skills, English as a Second Language, self-concept and social growth, career education and vocational counseling, and health. A special emphasis was made to identify and serve potential dropout students. Summer programs permitted students to earn credits needed to graduate from high school. Evening programs were also offered for migrant teenagers who worked in the fields during the day. Idaho utilized the Migrant Student Record Transfer System (MSRTS) network for identification, recruitment, and management; a state handbook for MSRTS procedures was begun. Enrollment remained nearly even with 1982 enrollment despite a predicted increase. Each local project had access to supportive assistance through a Migrant Education Resource Center which maintained a lending library of curricular materials. Appendices include statistical summary lists and examples of the secondary credit data entry form, MSRTS certificate of eligibility, health data entry form, student educational and health records, and early childhood development skills logsheet. (PM)

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Chapter 1 ECIA

MIGRANT EDUCATION

EVALUATION REPORT

Fiscal Year 1983

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BOISE, IDAHO

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IDAHO STATE DEPARTMENT OF EDUCATION

Title I ESEA
Migrant Education

State Annual Evaluation Report
Fiscal Year 1983
(School Year 1982-83)

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I. THE IDAHO STORY

A. An Overview

No story of Idaho is complete without mention of the migratory farm workers. Their contributions to the economic well-being of the state each year are enormous because such a large part of the Idaho economy is the agricultural industry. The state leads the nation in the production of potatoes. Idaho ranks second nationally in the production of dry peas and alfalfa seed; third in hops, mint, dry beans, and barley; and fourth in the production of sugar beets. The list goes on and on, underscoring the fact that Idaho could not exist as we know it today without its agricultural production. Idaho could not survive economically without the help of its migratory farm workers.

What of these workers? They seek temporary or seasonal work. They are agricultural workers or fishers, and their mobility is by necessity, not by choice. Theirs is a hard lot, giving of themselves to physical labor, in less than desirable conditions, for insufficient monetary compensation.

What of their children? They move with their parents. They may stay in a particular community for several months or for as little as a day or two. Their education is in constant interruption. Often they must work in fields beside their parents. If not, they must tend younger children in order that older ones might work. More often than not, these children fail to complete enough schooling to escape the bleak life style of their parents. Children are the hope of the migrant farm workers. Education is the hope of the children.

It is in this vital area—education—that Idaho can offer the migrant worker just compensation for his labors. It is through the state migrant education program that migrant workers' children, the most educationally deprived group of students in the country, can be offered a better way of life.

B. An Introduction

To the end that migrant children be offered a better way of life through equal educational opportunities, appropriate objectives were outlined in the FY'83 Migrant Education State Plan. The objectives were developed from State and National Goals, (a copy of these goals is included in the Appendices) and from specific needs for the State of Idaho and its Local Education Agencies (LEAs).

The following pages contain a description of general program components together with evaluations and recommendations.

Program components have been determined to include: Administration, Instructional Program, Staff Development, MSRTS, Parental Involvement, Program Coordination, Supplementary Services, Special Projects, Dissemination, and Evaluation.

It should be noted that each objective brought forth in the FY'83 State Plan is addressed within its appropriate program component.

The degree of success in meeting the objectives and the evaluation of program components were determined through State Education Agency (SEA) Migrant Education Program staff reviews and through annual LEA self-evaluation reports. Supplemental information was learned through technical assistance provided by the SEA and the Migrant Education Resource Centers (MERCs).

II. MIGRANT PROGRAM ADMINISTRATION

The SEA Migrant Education Program Coordinator submitted a proposed plan to meet the educational needs of Idaho's migrant children for FY'83. The plan was provided as a component of the project application. The acceptance of the plan and the application resulted in full funding in the amount of $3,035,141.00, which served 10,294 students.

The Idaho State Department of Education provided a leadership role to local school districts for the planning and implementing of supplemental programs to address the identified special needs of eligible migrant children. Each LEA prepared and submitted a plan/application to the State Department of Education Migrant Program. Such applications were subsequently approved. Technical assistance was provided LEAs as appropriate throughout the year by the SEA and the Migrant Education Resource Centers. Projects and amendments were monitored to ensure compliance of the LEAs with approved plans, and with federal regulation. Monitoring of LEAs was conducted for both summer and regular terms. Monitoring included: the instructional program, the Migrant Student Record Transfer System, and fiscal accountability. Copies of completed monitoring instruments and other pertinent data are on file in the SEA Migrant Education Program Office.

The state plan called for a survey of at least two locations in Idaho that might be employing migrant families for the planting and harvesting of trees. The survey was never implemented.

Thirty-three LEA projects were funded to serve 7,441 migrant students during the regular term in 39 school districts (Melba, Scism, Bonneville, Sugar-Salem, Madison, and Teton Districts participated with nearby projects). Twenty-three of those LEA projects also conducted summer school programs for 2,853 migrant students in 34 school districts. Two resource centers were funded to provide supplementary services for LEA migrant education personnel during regular and summer sessions. Four LEA projects sponsored or co-sponsored three special summer programs for secondary students. These sponsoring districts invited participation in eight surrounding districts for a total of 12 districts serving 400 students.

III. INSTRUCTIONAL PROGRAM

A. General

The Idaho State Department of Education received 33 applications for LEA migrant education projects for FY'83. Two LEAs submitted additional proposals to provide supplemental services to the Migrant Education Program through Migrant Education Resource Centers. Each of the applicant LEAs met the criteria outlined in the FY'83 Idaho State Plan, and were allocated funds to conduct supplemental educational services for the regular school term and for special summer sessions.

Each LEA was required to include in its project application instructional objectives to meet the individual needs of migrant students. With technical assistance from the SEA and the Migrant Education Resource Centers, LEAs provided programs of instruction for all qualifying migrant students who required remedial assistance.

B. Secondary Emphasis

Emphasis was placed on the high dropout rate of migrant students by requiring statistical information on the project applications as to the number of currently and formerly migrant students who graduated from high school or earned GEDs during the 1982-83 school year, and the number of students who dropped out of school. Although these local statistics cannot give an accurate picture of the mobile migrant student, they do serve to draw LEA attention to a problem area where specialized programs need to be directed.

Migrant Education Resource Center staff, in conjunction with LEA project staff, identified students who had dropped out, and placed them in appropriate programs following assessments of interest. Potential dropouts were also identified; they received general and vocational counseling.

Twenty-nine dropout students were identified and services provided. More than 75 "potential" dropout students were identified and services provided. However, the emphasis of this secondary education program was on teacher inservice and classroom presentation.

Full participation in the MSRTS Secondary Credit Data section of the Migrant Student Educational Record was realized as a way of helping the mobile secondary students accrue credit where credit is earned. SEA and Resource Center personnel continued to create lines of interstate communication for the mutual acceptance of high school credit.

In addition, secondary level resource teachers and/or tutors and/or instructional aides worked with classroom teachers to provide the necessary supplemental instruction.

In further efforts to address the dropout rate, fifteen LEA projects were provided counseling services. Three hundred and sixty-eight students received direct services while others benefited from inservice presentations to school personnel.

Career education services were available in all 33 projects through the resource centers. Twenty-two presentations were made to appropriate LEA personnel. Five hundred and thirty-one students took advantage of the computerized "Career Information System."

C. Enrollment Report FY'83*

The 1983 Idaho Migrant Education Program addressed the special educational needs of Mexican, Mexican-American, Native American, Laotian, and Vietnamese, as well as Anglo and other migrant children. Idaho served 10,294 such children during fiscal year 1983. Most of their parents were involved in Idaho's major industry, agriculture. A few were involved in the fishing industry.

	Pre-School	Elementary	Jr. High	Sr. High	Total
Interstate	534	2,422	790	323	4,069
Intrastate	259	930	230	93	1,512
Formerly Migratory	636	2,724	873	480	4,713
TOTAL	1,429	6,076	1,893	896	10,294

*Figures compiled from "FY'83 Student Enrollment Count," page 10.

D. Regular School Year

During the regular term, the Idaho Migrant Education Programs' instructional services varied according to the number of migrant children enrolled, and the needs of those children K-12. Projects do not all offer identical services. However, most projects had a project director who supervised one or more resource teachers, a home-school coordinator, and one or more instructional aides.

Seventy-six percent of the districts with migrant projects had certified resource teachers. In some districts the resource teachers taught in a "resource room." In other districts they utilized regular classrooms or other sites. They used materials purchased and/or prepared to address the specific needs of migrant children. Though teacher-pupil ratios varied from district to district, most resource teachers worked with small groups and/or on a one-to-one basis.

The 1982-83 goal of resource teachers was to provide, through coordination and cooperation with classroom teachers and with the assistance of the instructional aides whom they supervised, individualized instruction and a learning environment enabling migrant students to master basic academic skills appropriate to their ages, grade levels, and individual potentials. They also assisted classroom teachers in understanding the migrant children and in providing quality instruction in their classrooms for migrant students.

Instruction covered a wide variety of subject matter as individual migrant student needs were met. However, there were broad instructional areas that were common to many local projects.

They are listed below and ranked according to frequency of reporting:

Reading
Math
Communications skills
English as a second language
Self-concept and social growth
Career education and vocational counseling
Health and personal hygiene

1. Enrollment Report for Regular '83 School Year*

	Pre-school	Elementary	Jr. High	Sr. High	Total
Interstate	323	1,869	669	232	3,093
Intrastate	152	685	200	74	1,111
Formerly Migratory	309	1,842	698	388	3,237
TOTAL	784	4,396	1,567	694**	7,441

*Figures compiled from FY'83 "Student Enrollment Count," page 10.

**164 migrant and formerly migrant students graduated. An additional 17 students earned GEDs during the 1982-83 school year.

2. Human Resources for Regular '83 School Year

The individualized instructional needs of the regular term elementary migrant students were met with the following human resources:

19 Full-Time Resource Teachers
23 Part-Time Resource Teachers
42 TOTAL

48 Full-Time Instructional Aides
37 Part-Time Instructional Aides
85 TOTAL

2 Full-Time Tutors
22 Part-Time Tutors
24 TOTAL

Twenty-five projects, or 76 percent, employed resource teachers at the pre-school and/or elementary level during the regular 1982-83 school year.

The needs for regular term secondary migrant students were met with the following human resources:

9 Full-Time Resource Teachers
11 Part-Time Resource Teachers
20 TOTAL

8 Full-Time Instructional Aides
9 Part-Time Instructional Aides
17 TOTAL

11 Part-Time Tutors

Sixteen or 48 percent of the projects employed resource teachers at the secondary level during the regular school year.

E. Summer School Year

Teacher awareness and understanding of the various problems involved in the education of migrant children increased significantly. In addition to year-round inservice, regular term teachers benefited from participation in summer migrant programs where the total emphasis was on migratory children and their learning.

A major advantage of the summer school program was that it made possible teacher-pupil ratios which allowed individual students more teacher time through a program of success-oriented individualized and/or small group instruction.

During the summer term 26 projects provided program opportunities for 37 school districts with migrant children. This cooperative spirit made cost effective programs possible. These projects served 2,353 migrant children. An enrollment breakdown is as follows:

1. Enrollment Report for Summer Term*

	Pre-school & Kindergarten	Elementary (1-6)	Jr. High (7-9)	Sr. High (10-12)	Totals
Interstate	211	553	121	91	976
Intrastate	107	245	30	19	401
Formerly Migratory	327	882	175	92	1,476
TOTAL	645	1,680	326	202	2,853

*Figures compiled from "FY'83 Student Enrollment Count," page 10.

2. Elementary

The principal emphasis for elementary summer school sessions was academic, although other non-academic activities, (e.g., art, crafts, music) were integrated into the curriculum to address the need for improved self-concepts.

All summer school curricula included reading and math. Other class offerings exhibited a varied focus. For elementary students, such classes as language development (offered by almost every district), writing (penmanship and mechanics), spelling, English as a second language, science, history and culture, health and nutrition were included.

The instructional needs of the elementary level children were met with the following human resources:

131 Teachers
81 Instructional Aides
2 Tutors

3. Secondary

Evening programs for the migrant teenagers who work in the fields during the day were sponsored by Nampa District #131 in Southwest Idaho and by Cassia County District #151 in Southeast Idaho. Both are multi-district programs, drawing students from nine nearby districts. In FY'83, those programs offered courses which met secondary requirements in Idaho and home-base schools in other states. Exchange and/or accrual of secondary credit has become an item of national concern. Idaho played a leadership role in this effort.

Classes included: career awareness, American government, English, typing, driver's training, home economics, auto mechanics, self-concept, biology, math, junior high awareness, and preparation for GEDs.

District #192, Glenns Ferry, in a more remote location, included an evening teenage program. This district developed a series of packets similar to those used in the PASS Program for each required subject.

All three programs for teenage migrants granted official school district credits. Summer school course work assisted greater numbers of migrant students to earn sufficient credit to graduate from high school. Two-hundred and five migrant and formerly migrant students graduated from Idaho schools or earned GEDs.

The instructional needs of the secondary level students were met with the following human resources:

28 Teachers
19 Instructional Aides
11 Tutors

IV. MIGRANT STUDENT RECORD TRANSFER SYSTEM

The Migrant Student Record Transfer System (MSRTS) is a nationwide computerized communications network designed to transfer the records of migrant students as they move from school to school. From its base in Little Rock, Arkansas, it records, maintains, and rapidly transfers educational and health information on more than 750,000 identified migrant children in 49 states in the U.S., Washington, D.C., and Puerto Rico. These records are essential for the student's well-being and adjustment in a new school. When a child moves, the records are forwarded to the enrolling school after MSRTS receives notification.

MSRTS makes student grade placement easier and indicates where special help is needed. It eliminates the need for multiple educational testing, physical examinations, and repeated inoculations. Through the student's records, available shortly after a move, school officials know the status of the student's health condition and educational progress.

Federal guidelines and regulations were followed in enrolling migrant children. Privacy was safeguarded; information on the child's record was made available to authorized personnel only and old, out-dated records were destroyed.

The following is an example of how a child in Idaho was enrolled in the MSRTS network: a home-school coordinator identifies potentially eligible migrant children through growers, migrant families, service agencies, people in related industries, or other school officials. If a child is eligible, a certificate of eligibility is completed. This information is then sent to one of two terminal centers located in the two Resource Centers. Data processors enter the information on a terminal, and it is sent electronically to the computer in Little Rock. If a child has not been enrolled, the computer creates new records for the child. If the child has been enrolled, the new information is added to the child's records. The child's records are then sent immediately from Little Rock to local staff in the enrolling school or school district. The records are shared with the child's teacher and other appropriate school personnel and then placed in the child's school file.

Idaho participated fully in the MSRTS. Personnel from each of the 33 LEA school district projects entered data on each student at or before withdrawal. The data entered included: student history, secondary credit, educational skills, supportive, and health. Most of the data was physically entered on the "Educational Record" itself. However, Idaho did utilize a "Secondary Credit Entry Form" and a "Health Data Entry Form." Copies of these forms can be found in the Appendices.

Other forms used for MSRTS during FY'83 include: "Migrant Student Educational Record," "Migrant Student Health Record," "Certificate of Eligibility," and "Skills Logsheets for Migrant Students." Samples of these forms are included in the Appendices.

Idaho used available MSRTS reports as tools for state, regional, and local management. The MSRTS/Identification and Recruitment consultants reviewed appropriate reports and assisted project directors and home-school coordinators in utilizing the reports to check and improve their MSRTS procedure.

During the FY'83 year LEAs received continuous MSRTS inservice presentations and technical assistance from the SEA and the resource centers. A list of inservice presentations can be found in the Appendices. Resource Center reviewing and SEA monitoring worked together to insure LEA compliance with state and federal guidelines and regulations.

A state handbook for MSRTS procedures and utilization was begun. It is slated for completion in the fall of '83. Training at that time will be provided to home-school coordinators, clerks and project directors. The handbook will supplement and compliment the "National MSRTS User's Manual." It will outline activities and functions which should be carried out by LEAs in accordance with legislative requirements and program regulations.

To service the needs of the LEAs, two computer terminals were located at each of the two Migrant Education Resource Centers in the state. The Rupert terminal maintained necessary computer records for students in eastern and southeastern Idaho, and the Nampa terminal

provided the same service for southwestern Idaho. Each terminal was operated by two data processors.

A. Identification and Recruitment

The goal of identification and recruitment is to locate the target population eligible for the Migrant Education Program and to ensure that the eligible students are in school so that they might benefit from the assistance available through the program. Continuous identification and recruitment procedures were conducted throughout the school year and summer school term.

In Idaho, the actual identification and recruitment effort was conducted primarily at the Local Education Agency or school district level. In the school district, the person most directly involved in the identification and recruitment function is the home-school coordinator. Districts make every effort to employ bilingual persons for the coordinator position because the majority of the migrant population in Idaho is Spanish-speaking. Training sessions for coordinators were conducted by the Migrant Education Resource Center staffs on a periodic and ongoing basis. The sessions provided information regarding the most recent developments in the Migrant Student Record Transfer System. In addition, the MSRTS, Identification and Recruitment Consultants from each resource center were available to assist home-school coordinators on a one-to-one basis as necessary and appropriate (see Appendix A "Inservice/Workshops Presented by the Migrant Education Resource Centers" and Appendix B "MERCs Statistical Summary of Consultant Services").

Besides identifying eligible students and obtaining the necessary parent signatures for the "Certificates of Eligibility," home-school coordinators are the LEAs' designees for coordinating services to meet the needs of the migrant families. In order to encourage fuller participation of migrant students and their families in the school and the community, coordinators assisted families in accessing services offered by the schools and other agencies.

B. Enrollment Analysis

Migrant enrollment for FY'81 was 10,088, for FY'82 10,309 and for FY'83 10,294. While the '83 enrollment remained about the same as the previous year's enrollment, it did fall short of the 11,500 projected in the State Plan. Anticipated increases in enrollment from the inclusion of "cultivating and harvesting of trees" and additional districts did not materialize. While there was an increase in secondary student enrollment during the regular school year, there was a decrease in the summer school program. This accounts for the "break-even" enrollment of 1983 compared to 1982.

C. FY'83 Student Enrollment Count*

MIGRANT STATUS	REGULAR SCHOOL TERM					SUMMER SCHOOL					FISCAL YEAR TOTALS				
	Pre-school (ECK)	Elementary (1-6)	SECONDARY Jr. High (7-9)	SECONDARY Sr. High (10-12)	Total	Pre-school (ECK)	Elementary (1-6)	SECONDARY Jr. High (7-9)	SECONDARY Sr. High (10-12)	Total	Pre-school (ECK)	Elementary (1-6)	SECONDARY Jr.High (7-9)	SECONDARY Sr.High (10-12)	GRAND TOTAL
Interstate	323	1869	669	232	3093	211	553	121	91	976	534	2422	790	323	4069
Intrastate	152	685	200	74	1111	107	245	30	19	401	259	930	230	93	1512
Five-Year Provisional	309	1842	698	388	3237	327	882	175	92	1476	636	2724	873	480	4713
TOTAL	784	4396	1567	694	7441	645	1680	326	202	2853	1429	6076	1893	896	10294

*Figures were compiled from data terminal information for MERC Project Application.

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D. Southeast Migrant Education Resource Center

MSRTS Migrant Enrollment by District

SOUTHEAST MIGRANT EDUCATION RESOURCE CENTER
MSRTS Migrant Enrollment by District
1982-83

		AUGUST-MAY (REGULAR)				JUNE-JULY (SUMMER SCHOOL)				
District Number	District	#1	#2	#3	TOTAL	#1	#2	#3	TOTAL	GRAND TOTAL
52	Snake River	56	9	72	137	11	6	67	84	221
55	Blackfoot	113	27	199	339	38	7	70	115	454
58	Aberdeen	52	33	49	134	8	1	14	23	157
59	Firth	9	22	76	107	3	12	32	47	154
60	Shelley	9	28	49	86	8	14	36	58	144
91	Idaho Falls	75	35	183	293	16	5	108	129	422
93	Bonneville	4	6	21	31			8	8	39
151	Cassia	142	74	146	362	44	19	54	117	479
151-331	Mini-Cassia Teen Prog.					100	4	17	121	121
215	Fremont	70	50	53	173	42	21	28	91	264
232	Wendell	7	6	18	31					31
251	Jefferson	35	27	66	128	1	6	39	46	174
252	Ririe	14	18	28	60					60
261	Jerome	13	0	49	62	3	1	13	17	79
262	Valley	97	58	234	389	33	35	123	191	580
321	Madison	29	11	28	68	7	3	11	21	89
322	Sugar-Salem	26	5	8	39		5	4	9	48
331	Minidoka	208	43	159	410	77	11	51	139	549
381	American Falls	65	5	61	131	28	7	63	98	229
401	Teton	0	11	13	24	0	1	0	1	25
411	Twin Falls	148	53	144	345	62	26	76	164	509
412	Buhl	140	10	8	158					158
418	Murtaugh	14	31	54	99	12	11	14	37	136
	Data Processor	2		1	3					3
	TOTALS	1,328	562	1,719	3,609	493	195	828	1,516	5,125

E. Southwest Migrant Education Resource Center

MSRTS Migrant Enrollment by District

SOUTHWEST MIGRANT EDUCATION RESOURCE CENTER
MSRTS Migrant Enrollment by District
1982-83

		AUGUST-MAY (REGULAR)				JUNE-JULY (SUMMER SCHOOL)				
District Number	District	#1	#2	#3	TOTAL	#1	#2	#3	TOTAL	GRAND TOTAL
131	Nampa	278	106	417	801	162	47	301	510	1,311
132	Caldwell	249	111	373	733	46	19	80	145	878
133	Wilder	185	52	165	402	69	24	63	156	558
135	Notus	33	7	8	48					48
136	Melba	6	8	5	19					19
137	Parma	52	17	101	170					170
138	Scism	3		8	11					11
139	Vallivue	57	34	78	169	20	12	36	68	237
192	Glenns Ferry	140	10	80	230	41		18	59	289
193	Mountain Home	112	21	50	183					183
221	Emmett	25	8	26	59	17	6	28	51	110
363	Marsing	189	21	46	256	33	5	24	62	318
365	Grandview	38	19	39	96					96
370	Homedale	58	33	42	133	4	2	13	19	152
371	Payette	122	20	39	181					181
372	New Plymouth	42	53	31	126	22	48	82	152	278
431	Weiser	156	22	75	253	60	1	16	77	330
	TOTALS	1,745	542	1,583	3,870	474	164	[illegible]	1,299	5,169

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F. Home Base Frequency

Migrant students enrolled in Idaho school during FY'83 indicated the following home bases (not all students indicate home bases) as reported in LEA year-end evaluations:

Home Base	Frequency
Idaho	1558
Texas	1542
California	209
Mexico	204
Arizona	147
Oregon	89
Washington	57
Utah	36
Wyoming	17
Colorado	15
Nevada	6
Florida	5
Illinois	5
Oklahoma	5
Michigan	4
Others	50

G. Idaho Migrant Student Enrollment For Six Years

Fiscal Year	1978	1979	1980	1981	1982	1983
Regular	5,699	5,079	5,970	6,786	7,192	7,441
Summer	2,989	3,245	3,273	3,302	3,117	2,853
TOTAL	8,688	8,324	9,243	10,088	10,309	10,294

H. Status of Migrant Students Served

	1980	1981	1982	1983
Category 1, Interstate	45%	42.5%	43.4%	39.5%
Category 2, Intrastate	13%	12.5%	14.5%	14.7%
Category 3, Formerly Migrant	42%	45%	42.1%	45.8%

I. Idaho Crops and the Migrant Labor Arrival and Departure Schedule

IDAHO CROPS AND THE MIGRANT LABOR

ARRIVAL AND DEPARTURE SCHEDULE

COUNTY	ARRIVAL	DEPARTURE	CROPS	OTHER
Washington	Late March- April	October- November 15	Sugar Beets Onions Potatoes	
Power Gooding Jerome Twin Falls	April 1	November 30	Potatoes Beets Corn Fish Hatchery Wheat	Feed Lots Processing Plants
Jefferson Bonneville Bingham	April 1	November 30	Potatoes Corn Peas	Feed Lots Processing Plants
Fremont Madison	April 1	December 1	Woodcutting Potatoes	Feed Lots Processing Plants
Cassia	April 1	November 15	Potatoes Beans Beets Corn Wheat Barley	Feed Lots Processing Plants
Minidoka	March 15	November 1	Potatoes Beans Beets Corn Wheat Barley	Feed Lots Processing Plants

IDAHO CROPS AND THE MIGRANT LABOR

ARRIVAL AND DEPARTURE SCHEDULE

COUNTY	ARRIVAL	DEPARTURE	CROPS	OTHER
Canyon	Mid-February thru April	September thru December	Hops Sugar Beets Potatoes Onions Seed Crops Corn Carrots Wheat Alfalfa Mint Orchards	J. R. Simplot Company Carnation Ore-Ida Crookhams Amalgamated Sugar Kits Mobile Symms Apple Sheds
Elmore	Early March thru April	October-November	Potatoes Wheat Sugar Beets Onion Seed Alfalfa Beans Wheat Orchards	Simplot Feed Lot Trailer Factory Dairy Individual Farm Operations Irrigation Line
Gem	1st Group- June 10-15 2nd Group- September 10	1st Group- July 2nd Group- October	Orchards	
Owyhee	End of February thru first part of April	Late October	Onions Corn Lettuce Sugar Beets Beans Orchards	Dairies J. R. Simplot Company Carnation Seed Companies
Payette	August-September	December	Orchards Sugar Beets	Apple Packing Sheds Onion Packing Sheds

J. Home Visits Made by LEA Personnel FY'83

	Regular	Summer	Total
Home-School Coordinators	6,102	1,536	7,638
Resource Teachers	964	117	1,081
Nurses	283	74	357
Directors	219	124	343
Classroom Teachers	197	73	270
Instructional Aides	190	52	242
Other	72	78	150
TOTAL	8,027	2,054	10,081*

*This total compares to 9,011 home visits made in the preceding year, or an increase of 1,070.

V. STAFF DEVELOPMENT

The SEA Migrant Education Program staff and the Migrant Education Resource Center staff addressed the staff development needs as identified by the LEAs and the SEA. Those needs included: program administration, MSRTS procedures and utilization, health, nutrition, personal hygiene, academic skills instruction, testing, and parental involvement.

A variety of local, regional, and state workshops were conducted to meet the listed needs. At these workshops information about national migrant goals and applicable interstate projects was also disseminated.

The Migrant Education Resource Centers provided curriculum consultants for planning, as well as for presenting inservice programs to teachers and aides. The variety of services they provided was in both a formal and informal setting. A list of workshops presented in FY'83 is included in the Appendices, A. "Inservice/Workshops Presented by the Migrant Education Resource Centers" and B. "Educational Resource Consultants' Services Statistical Summary."

In addition to the local and regional workshops held in the state, personnel were encouraged to attend the Western States Migrant Conference in Phoenix, Arizona or the National Migrant Conference in Portland, Oregon.

VI. PROGRAM COORDINATION

Program coordination and cooperation are vital components of the Migrant Education Program, at both the state and local levels, on both intra and interstate bases.

Coordination between the Migrant Education Program and appropriate agencies and/or other groups is essential in order to better meet the needs of migrant children, which arise from the lifestyle. Some of the supportive services utilized in FY'83 included:

Support Services	No. of Project Districts Involved
MERC Services	33
Workshops/Inservice	33
Library Resource Materials	33
MSRTS	33
Film Library	32
Curriculum Consultation	31
SIS	30
Graphics/Production of Materials	28
Printing	24
Credit Accrual	21
Career Education	20
Health Services	19
Testing Sevices	17
Home-School Contacts	17
Photography	17
Counseling	16
Nutrition	13
Vocational Assistance	10
SEA Food Service	30
Chapter I ECIA	30
Special Education	29
Instructional T.V.	10
Career Education	2

Other agencies and/or individuals contributed time, funds and/or services for assisting migrant children and their families. (e.g., Community Health Clinics, IMC, Senior Citizens, Foster Grandparents, Health and Welfare). That assistance, though not included in the above list, was appreciated.

Intrastate coordination involved communication between and among districts as they shared responsibility for shared students. This communication was assured through participation in regional and statewide meetings; SEA staff efforts; the sharing of curriculum materials, teaching techniques, and ideas during onsite visitations and through the exchange of secondary credit.

Interstate coordination included utilization of the Migrant Student Record Transfer System and representation by Idaho on the National MSRTS Committee; involvement with the Texas Interstate Teacher Exchange, through which Texas educational personnel assisted during summer teenage programs; representation from Idaho in National Association of State Directors of Migrant Education meetings; representation on the Education Commission of the states interstate Task Force for Migrant Education.

VII. PARENTAL INVOLVEMENT

Local education migrant projects were requested to plan for parent participation and include those plans in their project application. Twenty-three LEAs had Parent Advisory Committees which met on the average of three times during 1982-83 school year. The following is a summary of activities that involved the parents of migrant children in 28 LEA projects. Several projects involved parents in their programs, regardless of the existence of a formal PAC.

Parent Participation Activity Summary

26 projects informed and consulted parents about Migrant Education services.
23 projects conducted onsite program visits with parents.
20 projects consulted parents periodically about student progress.
17 projects involved parents in needs assessments to determine project priorities.
17 projects reviewed evaluations of the current Migrant Education Program with parents.
15 projects involved parents in the capacity of volunteer program assistance.
12 projects asked for parent advice about the LEA application.
10 projects reviewed evaluations of the previous Migrant Education program with parents.
Others: Open house, RIF Programs, Fiesta, School Fairs.

VIII. SUPPLEMENTARY SERVICES - MERCs

Each of the 33 local projects, in addition to the assistance provided by the State Department of Education, had access to supportive assistance through a Migrant Education Resource Center. There were two such centers in FY'83, one in Nampa and one in Rupert. They provided supplemental services to the Migrant Education Program at both LEA and SEA levels. Minidoka School District #331 served as the fiscal agent for the Southeast Migrant Education Resource Center, and Nampa School District #131 for the Southwest Migrant Education Resource Center.

Educational services offered by the MERCs included consultation by experienced, bilingual consultants who were available for individual conferences, for appropriate onsite workshops or for regional workshops. Technical assistance was provided through these centers in areas of MSRTS, classroom project development, counseling, translating, tutoring, testing, cultural awareness, language development, basic skills, health, and other human needs.

Each Migrant Education Resource Center maintained a lending library of curricular materials, including books, kits, cassette tapes, films, filmstrips, etc., selected especially for use with migrant students. The curriculum consultants recommended and assisted with the selection and preparation of relevant materials to supplement basic materials used in the LEA programs. Materials have been cross-referenced with the MSRTS reading and math skills program for greater relevance to migrant needs and easier access to program personnel.

Local production services of the resource centers further augmented the instructional services. Materials designed by innovative resource teachers to meet specific local migrant needs were produced by a skilled staff. Printing and design skills, video and audio tapes, and photography needs, were some of the services provided by the Graphics/Production Department, which services extend and enrich classroom activities for migrant students.

MERC consultants and a part-time counselor demonstrated a personal interest and concern for the potential dropout. They provided appropriate resources for school counselors. Career awareness sessions were presented. Individual counseling was provided. Every opportunity was taken to give encouragement to high-risk students as well as to provide knowledge of available programs for financial aid to the college-bound.

The health consultant in the Southwest Migrant Education Resource Center contributed a coordinating service to the LEAs, the school nurses and the migrant students. Her primary responsiblities were to improve accuracy in the health data of each student's MSRTS record and health services to migrant students by frequently serving as an interpreter between parents and school personnel in health related problems, in doctors' offices and in the hospitals; assisting Southwest District Health with their Preventive Decay Program, which includes some emergency money for dental care, a dental hygienist for dental screening, and flouride rinses, toothbrushes and educational materials; and assisting LEAs with referrals to the community health clinics and in their summer school dental health care.

Migrant Education Resource Center Service Areas are as follows:

Districts Served by the S.W. Idaho M.E.R.C.	Districts Served by the S.E. Idaho M.E.R.C.
Nampa #131	Snake River #52
Caldwell #132	Blackfoot #55
Wilder #133	Aberdeen #58
Notus #135	Firth #59
Parma #137	Shelley #60
Canyon #139	Idaho Falls #91
Glenns Ferry #192	Cassia County #151
Mountain Home #193	Fremont County #215
Emmett #221	Jefferson County #251
Marsing #363	Jerome #261
Bruneau-Grand View #365	Valley #262
Homedale #370	Minidoka County #331
Payette #371	American Falls #381
New Plymouth #372	Twin Falls #411
Weiser #431	Buhl #412
Melba #136	Murtaugh #418
Sciam #138	Ririe #252
	Wendell #232
	Teton County #401
	Bonneville #93
	Sugar-Salem #322
	Madison #321

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IX. SPECIAL PROGRAMS

A. National Conference

The Seventeenth Annual National Migrant Education Conference was held May 3-6th in Portland, Oregon. This conference was co-hosted by Idaho and Oregon. The conference theme "A Rainbow of Excellence for Children," aptly described the success of the conference.

One thousand and thirty-one persons attended, 80 of those persons were from Idaho programs. Idaho's responsibilities included: program planning, translation, printing, audio and video taping, evaluation, conference over-view and shared responsibility for registration. Idaho also provided presenters and facilitators.

B. Health and Nutrition Services

Health services were provided by 27 projects and nutrition services by 31 projects in coordination with other agencies.

X. DISSEMINATION

All LEA projects conducted dissemination activities. Information was released to: migrant and regular school staff members, parents, school trustees, PACs, and to the general public. Several informative displays were provided at appropriate state, local, and civic meetings; also tape/slide presentations, "The Idaho Story" and national migrant brochures were disseminated.

From the SEA and regional levels, the newsletter, Panorama, was distributed for the Idaho Migrant Education Program to local Migrant Education Program personnel including project directors, superintendents, personnel in the SEA, state directors of Migrant Education Programs, and the United States Department of Education.

XI. EVALUATION

Pupil mobility is a fact of life for evaluators of migrant programs, a fact that makes it very difficult to attempt to measure student progress. In addition, the cultural and linguistic differences, which are also a fact of life for a large percentage of Idaho's migrant student population, makes the use of scores on many standardized tests inappropriate. Such tests are not normed or validated for culturally and linguistically different students.

However, student evaluation was a part of each school district's instructional program. Assessment tools employed included, in order of frequency: standardized tests, teacher observations, teacher tests, and MSRTS skills checklists. It should be pointed out that most districts used a combination of several tools in the evaluation process. There was also a good deal of diversification in the names and types of standardized tests used.

Instructional program, MSRTS, and fiscal evaluations were made of each migrant project. The results of these evaluations, with specific recommendation for improvements, were recorded on monitoring instruments prepared from onsite visits to each LEA.

In addition to monitoring by the state, each project submitted a self-evaluation.

XII. SUMMARY AND RECOMMENDATIONS

The FY'83 Migrant Education Program adequately met legislative requirements and national program objectives. The program met state goals as well, and effective procedures have been developed for delivering services to eligible migrant children through supplementary programs provided by the local education agencies.

State objectives provided a focus for the program. Individual LEA evaluation reports, combined with monitoring instruments, recommendations made by the U.S. Department of Education, the SEA, LEAs and Migrant Education Resource Centers provided constructive feedback and guidance for future program improvement. Specific recommendations for individual migrant education projects were made in the SEAs evaluations of LEA projects. These recommendations are included on the monitoring instruments prepared for the LEAs.

The SEA Migrant Education Program staff should continue to look to technology for answers to problems inherent in mobility. Computer assisted instruction should be piloted in selected projects. Validation of student progress, classroom management and cost effective programs are areas in which further improvement needs to be addressed through technology.

Greater emphasis should be placed on secondary programs that address the high dropout rate of students. Problems with the accumulation and transfer of credit must be vigorously pursued.

Educator awareness, interstate cooperation, and the Secondary Credit Data section of MSRTS are all keys to solving credit accumulation and exchange problems. The SEA Migrant Education staff should continue to provide leadership and to seek improvements in the continuity of educational programs for migrant children. A basic priority of the state is program quality.

Recommendations that LEAs continue to improve and individualize educational services for migrant children should be made. The validation of student progress must be a part of program quality. Ways must be found to better evaluate progress. Once success is measured, those successful models must be disseminated to other projects.

Cooperative participation in the MSRTS should continue. However, the over-all turn-around time for the data must be improved. To this end the state should study its present procedure and implement ways to facilitate this exchange of data. MSRTS management report number five, "Elapse Time Report" should be used to find problem areas. From this report realistic goals for turn-around time can be established and problem areas addressed.

SECONDARY CREDIT DATA ENTRY FORM

☐ Add new data
☐ Change existing data

STUDENT NAME _____ STUDENT I.D. _____

SCHOOL NAME _____ SCHOOL I.D. _____

			PARTIAL WORK		CREDIT GRANTED					
SUBJECT	COURSE TITLE	COURSE GRADE LEVEL	% GRADE	CLOCK HRS. IN CLASS	FINAL GRADE	NO. OF TERMS	CONSOLIDATED SH LINES	TYPE OF TERM	TERM	YEAR

INITIAL ENTRY OR CHANGE OF DESIGNATED HIGH SCHOOL

SCHOOL NAME _____ SCHOOL I.D. _____ CITY _____ STATE _____ YEAR OF GRADUATION _____

E. MSRTS "Certificate of Eligibility"

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STATE OF IDAHO CERTIFICATE OF ELIGIBILITY / ENROLLMENT

Chapter 1 - ECIA - Migrant Education Program

STUDENT DATA / INFORMACION DEL ESTUDIANTE

STUDENT NAME / NOMBRE DEL ESTUDIANTE				BIRTH DATA / INFORMACION DE NACIMIENTO								CURRENT SCHOOL / ESCUELA ACTUAL			
Last Apellido	First Nombre	Middle Nombre Segundo	Sex Sexo	Date of Birth Fecha de Nacimiento	Ver.	Age Edad	MB	City Ciudad	County Condado	State Estado	Country País	School Name Nombre de Escuela	Date Enrolled Fecha de Matriculación	Gr	MS
1. I.D.															
2. I.D.															
3. I.D.															
4. I.D.															
5. I.D.															

PARENT DATA / INFORMACION DE LOS PADRES

HOME BASE / DIRECCION PERMANENTE	LEGAL PARENTS / PADRES LEGALES	CURRENT PARENTS / PADRES ACTUALES	CURRENT RESIDENCE / DIRECCION ACTUAL
Street Calle	Father / Padre	Father / Padre	Street Calle
City Ciudad	Mother / Madre	Mother / Madre	City Ciudad
State Estado Zip			State Estado Zip

AUTHORIZATION / AUTORIZACION

I certify that the information on this form is correct to the best of my knowledge. The Migrant Student Record Transfer System has been explained to me. I understand that this record will be transferred to other schools in which my child(ren) intend(s) to enroll. I know that my child(ren)'s record will be available for me to see and obtain if I so desire. I grant permission for my child(ren) to receive emergency professional medical care, if such treatment becomes necessary. I also grant permission for my child(ren)'s medical records to be released to school personnel for inclusion in my child(ren)'s MSRTS health record.

Certifico que la información contenida en esta forma está correcta a mi modo de parecer. Se me ha explicado el Sistema de Intercambio de Información de Estudiantes Migrantes. Entiendo que este registro será enviado a otras escuelas a las cuales mi(s) niño(s) va(n) a asistir. Si yo deseo, se que el registro de mi(s) niño(s) estará a mi disposición para revisarlo o para obtenerlo. Doy permiso para que mi(s) niño(s) reciba(n) atención médica profesional de emergencia, si tal atención es necesaria. Además, doy permiso para que los registros médicos de mi(s) niño(s) sean entregados a oficiales de la escuela para incluirlos en el registro médico del MSRTS.

X _____ _____
Signature of Parent / Firma del Padre o Madre — Date / Fecha

X _____ District Name _____ District No. _____
Signature of school representative initiating this enrollment

COMMENTS / COMENTARIOS:

CERTIFICATION / CERTIFICACION

A. Residency / Residencia

Date of most recent arrival in school district: / Fecha más reciente de llegar al distrito escolar: ____/____/____ month-mes day-dia year-año

Date of most recent arrival in Idaho: / Fecha más reciente de llegar al estado de Idaho: ____/____/____ month-mes day-dia year-año

B. Last Qualifying Move (LQM) / La Ultima Mudanza de Calificación

The children whose names appear above are migrant because on / Los niños cuyos nombres aparecen arriba son migrantes porque en ____/____/____ month-mes day-dia year-año they moved from / se mudaron de

_____ School District/Distrito Escolar _____ City/Ciudad _____ State/Estado _____ Country/País

to / a

_____ School District/Distrito Escolar _____ City/Ciudad _____ State/Estado _____ Country/País

with or to join / con o para juntarse con _____

to enable him/her to obtain temporary or seasonal employment in an agricultural or fishing activity. para facilitar que el/ella obtenga empleo de corto tiempo o temporal en trbajos agrícolas o de pesca.

Activity / Trabajo: _____

Rev. 1/83

DISTRIBUTION:
(1) WHITE - Terminal Office (2) YELLOW - District File (3) PINK - Parent or Guardian

F. MSRTS "Health Data Entry Form"

STATE OF IDAHO

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_____ Add A New Encounter

_____ Correct Existing Encounter

MSRTS HEALTH DATA ENTRY FORM

Provider ID: _____ Student ID: _____ Date of Birth: _____ Sex: ____

Reporter ID: _____ Student Name: (Last) _____ (First) _____ (MI) ____

Date of ENC: _____ Legal Parent: (Last) _____ (First) _____

Encounter #: No 5806 (Last) _____ (First) _____

PATIENT HISTORY

		Yes
V10	Malignant Neoplasm (Cancer)	
V12.01	Measles	
V12.02	Rubella (German Measles)	
V12.03	Mumps	
V12.04	Chicken Pox	
V12.05	Whooping Cough	
V12.06	Tuberculosis	
V12.21	Diabetes	
V12.3	Disease of Blood & Organs	
V12.4	Disease of Nervous System & Organs	
V12.41	Epilepsy	
V12.5	Disease of Circulatory System	
V12.51	Rheumatic Fever	
V12.6	Disease of Respiratory System	
V12.7	Disease of Digestive System	
V13.0	Disease of Urinary	
V14	Allergy to Medical Agent	
V15.0	Allergy to Other Agent	

FAMILY HISTORY

		Yes
V16	Malignant Neoplasm (Cancer)	
V17.1	Stroke	
V17.2	Diseases of Nervous System	
V17.21	Epilepsy	
V17.3	Ischemic Heart Disease (Heart Attack)	
V17.4	Other Cardiovascular Disease	
V17.41	Hypertension (High Blood Pressure)	
V17.6	Disease of Respiratory System	
V17.7	Arthritis	
V18.0	Diabetes Mellitus	
V18.6	Kidney Disease	
V19.6	Allergic Disorder	

IMMUNIZATIONS

		Admin. Date	Batch #	History of Previous Admin. Date	Date	Date
V03.1	Typhoid-Paratyphoid					
V03.2	Tuberculosis (BCG)					
V03.6	Pertussis Alone					
V03.7	Tetanus Tox. Alone					
V04.01	Polio Oral					
V04.02	Polio Immunization					
V04.1	Smallpox					
V04.2	Measles Alone					
V04.3	Rubella Alone					
V04.6	Mumps Alone					
V04.8	Influenza					
V06.1	DTP					
V06.12	Td					
V06.4	MMR					

SCREENINGS & LABS

		A/N/U*	Outcome
V20.2	_____ Health Exam (Preschool)		
V70.5	_____ Health Exam (School Age)		
V72.0	90760 Gen. Vision Exam		
V72.1	90760 Gen. Hearing Exam		
V72.2	D0120 Dental Exam (Oral)		
V72.2	D1120 Dental Exam (Prophyl.)		
V72.2	D1230 Dental Exam (Fluoride)		
V72.80	90760 Height		(CM)_____(IN)
V72.81	90760 Weight		(KG)_____(LBS)
V71.2	71000 TB Xray		
V74.1	86580 TB Skin (Intradermal)		(Wheal size - MM)_____
V74.1	86585 TB Skin (Tine)		
V78.0	85014 Hematocrit		
V78.0	85018 Hemoglobin		
V78.2	83020 Sickle Test		
V81.1	90760 Blood Pressure		____/____
V81.51	81002 Urinalysis (Dipstick)		
V82.81	90760 Scoliosis		

HEALTH PROBLEMS

Primary	ICD Code	Type	Status	EH Codes	CPT	A/N/U*	Outcome	RX or Batch#
				___ ___ ___				
				___ ___ ___				

Person Supplying This Information

Person Reporting This Information

Title or Relationship To Student

38

Title 27

Date

* A = Abnormal
N = Normal
U = Undetermined

REV. 3/83

XIII. APPENDICES

A. Inservice/Workshops Presented by the Migrant Education Resource Centers

SUBJECT	NO. OF PRESENTATIONS
MSRTS/ID & R	49
Basic Skills	24
Oral Language	15
Summer Inservice/Library	12
English as a Second Language	12
Migrant Education	9
Testing	7
Local Production	7
Dental Health	7
Career Awareness/CIS	7
Self-Concept/Self-Esteem	6
PAC Training & Parent Groups	4
Cultural Awareness	4
General Health/Hygiene	3
Nutrition	2
Motivation	2
Early Childhood	2
Vocational Education	1
Tutoring Techniques	1
Student Rights and Responsibilities	1
Others	1
Migrant Student Needs	1
Microcomputer Utilization	1
Interviewing Techniques	1
Hemisphericity	1
Educational Opportunities for Minorities	1
Early Prevention of School Failure	1
Alcohol Awareness	1

B. 1982-83 Educational Resource Consultants' Services Statistical Summary

PROFESSIONAL CONTACTS WITH:

Students	4,889
Curriculum Development	4,791
Health and Social Services	1,846
Teachers	1,188
Other	1,054
MSRTS	1,040
Dissemination	1,036
Career Education/Dropout/VoEd	961
Administrators	702
School/Community Coordinators	579
Educational Groups	531
Local Production	408

B. (con't.) PROFESSIONAL CONTACTS WITH:

Agency Personnel	378
Psychologists/Counselors/Nurses	345
Aides	298
Testing and Evaluation	285
Educational Groups	250
MSRTS Clerks and Secretaries	242
Counseling	203
State Department Personnel	151
Other	148
Migrant Project Consultation	34
Translating and Interpretation	21

PROFESSIONAL SERVICE ACTIVITIES:

Discussions/Correspondence/Telephone	900
Conferences	641
Reports Written	346
Inservice Conducted	145
Meetings Attended	139
Other	82
Inservice Attended	56
Home Visits	14

C. Geographic Location

Congressional District	Name of County	Name of Administering School District	Regular	Summer
1	Canyon	Nampa #131	x	x
1	Canyon	Migrant Resource Center (Nampa #131)	x	x
1	Canyon	Caldwell #132	x	x
1	Canyon	Wilder #133	x	x
1	Canyon	*Notus #135	x	
1	Canyon	*Parma #137	x	
1	Canyon	Canyon #139	x	x
1	Elmore	Glenns Ferry #192	x	x
1	Elmore	Mountain Home #193	x	
1	Owyhee	Marsing #363	x	x
1	Owyhee	Bruneau-Grand View #365	x	
1	Owyhee	Homedale #370	x	x
1	Payette	*Payette #371	x	
1	Payette	New Plymouth #372	x	x
1	Washington	Weiser #431	x	x
1	Gem	Emmett #221	x	x
2	Bingham	Snake River #52	x	x
2	Bingham	Blackfoot #55	x	x
2	Bingham	*Aberdeen #58	x	
2	Bingham	*Firth #59	x	
2	Bingham	Shelley #60	x	x
2	Bonneville	Idaho Falls #91	x	x
2	Cassia	Cassia County #151 (Burley)	x	x
2	Fremont	Fremont County #215 (St. Anthony)	x	x
2	Jefferson	Jefferson County #251 (Rigby)	x	x
2	Jefferson	*Ririe #252	x	
2	Jerome	Jerome #261	x	x
2	Jerome	Valley #262 (Eden)	x	x
2	Minidoka	Minidoka County #331 (Rupert)	x	x
2	Minidoka	Migrant Resource Center (Minidoka #331)		
2	Power	American Falls #381	x	x
2	Twin Falls	Twin Falls #411	x	x
2	Twin Falls	Buhl #412	x	
2	Twin Falls	Murtaugh #418	x	x
2	Gooding	Wendell #232	x	

*Students are transported to a consolidated summer program.

Note: 1. Madison #321, Sugar-Salem #322 and Teton #401 were served by the Fremont County #215 Project.
2. Bonneville #93 was served by the Idaho Falls #91 Project.
3. Melba #136 and Scism #138 were served by the Nampa #131 Project.

D. MSRTS "Secondary Credit Data Entry Form"

G. "Migrant Student Educational Record"

(Sample for Elementary Student)

0000001 SEE E-H LINKAGES
LANGUAGE FOR INSTRUCTION NEEDS UPDATING

ID BJHH 00001

DATE 10/17/83

MIGRANT STUDENT EDUCATIONAL RECORD

PAGE 1 OF 2 STUDENT ID 40205523 CDZ

BIRTH DATA

SEX = F
DOB = 03/25/75
VER = B
AGE = 08

CITY : EAGLE PASS
STATE : TX
COUNTY : MAVERICK
COUNTRY:

TERMINATION

TYPE:
DATE:

F.L.G.:
DATE:
SCHOOL:

PARENT DATA

LEGAL PARENTS:

GONZALEZ, ARNOLDO
GONZALEZ, CRUZ

CURRENT PARENTS:

HOME BASE

204 3RD STREET
ALAMO
TX 78516-0000

CURRENT RESIDENCE

1225 MAPLE STREET
CALDWELL
ID 83605-0000

LAST QUALIFYING MOVE: 09/08/83 END OF ELIGIBILITY: 09/08/89
MOVED FROM: CALDWELL, ID,
MOVED TO: TWIN FALLS, ID

SCHOOL HISTORY DATA

CURRENT SCHOOL: BICKEL ELEMENTARY SCHO SCHOOL ID: IDBJHH
MED. RECORD ADDRESSEE: MARY LOU OLIVAS

PREVIOUS SCHOOL: LINCOLN ELEM SCHOOL ID: IDBJHD
1200 GRANT (SH:AC)
CALDWELL
ID 83605-0000 PH: 208-459-0756

SH	SCHL ID ST	SCHL	DATE RES.	DATE ENROLL	DATE WITHDR	DAYS ENR	DAYS PRS	DAYS X	GR LV	M S	E T
AA	TX	BTKR	08/26/82	09/07/82	03/08/83	123	101	82	UG	1	
AB	ID	BJHB	03/14/83	03/21/83	05/27/83	47	17	36	UG	1	
AC	ID	BJHD	03/14/83	06/06/83	07/15/83	29	15	51	UG	1	S
AD	ID	BJHH	09/08/83	09/12/83					UG	2	

EDUCATION-HEALTH LINKAGE

E-H # MESSAGE:

104 SEIZURE DISCRDER - CHRONIC OR RECURRENT CONVULSIONS - CONSULT MEDICAL PERSONNEL AND PARENTS REGARDING MEDICATIONS AND CONTROL. UNDERSTAND MANAGEMENT OF SEIZURES.

CONTACT:

FORD ELEMENTARY
DRAWER Y
PHARR
TX 78577-0000

EDUCATIONAL SKILLS

MATH SKILLS

MATH SKILLS MASTERED (MOST RECENTLY REPORTED)

CODE	SUBTOPIC OR SKILL	DATE	SH

INPUT AREA
REPORT WHEN MASTERED

CODE	DATE

MATH SKILLS UNDER STUDY

SKILLS UNDER STUDY CODE

READING SKILLS UNDER STUDY

CODE	SUBTOPIC OR SKILL	INSTR. LEVEL	SH

SKILLS UNDER STUDY

CODE	INSTR. LEVEL

ORAL LANGUAGE SKILLS UNDER STUDY

CODE	LANG.	SUBTOPIC	SH
340	ENGL	RETELLING	AC
020	SPAN	SENCILLO	AA

SKILLS UNDER STUDY

CODE	LANGUAGE

EARLY CHILDHOOD SKILLS UNDER STUDY

CODE	SUBTOPIC OR SKILL	SH
C029	TALKS FREELY WHILE ROLE PLAYING	AB
C030	REPEATS SIMPLE SOUND PATTERNS	AB

SKILLS UNDER STUDY

CODE

GONZALEZ, ALICIA B 40205523 CDZ

#####EDUCATION RECORD CONTINUED NEXT PAGE#####

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DATE 10/17/83 | MIGRANT STUDENT EDUCATIONAL RECORD | PAGE 2 OF 2 | STUDENT ID 40205523 CDZ

GONZALEZ, ALICIA B 40205523 CDZ

SUPPORTIVE DATA

CURRENT SUPPLEMENTAL PROGRAMS

NAME	CODE	DATE START	DATE END	HRS CUR

PREVIOUS SUPPLEMENTAL PROGRAMS

NAME	CODE	DATE START	DATE END	HOURS LAST	HOURS CUM	SH

LANGUAGE(S) FOR INSTRUCTION

LANGUAGE	ASSESSMENT DATES FORMAL	ASSESSMENT DATES INFORMAL	SH

SPECIAL TALENT

DATE	NAME	SH

TEST DATA

NAME	CODE	FORM	LVL	SCOPE	T	DATE ADMIN.	H	SH
LANGUAGE ASSESSMENT	02800	A	1	42	R	03/23/83		AB

SPECIAL EDUCATION CONTACT DATA

CONTACT:
DIRECTOR OF SPECIAL ED
CALDWELL SCHOOL DIST 132
1101 CLEVELAND BLVD
CALDWELL
ID 83605-0000
PH: 208-459-0713 (10/12/83)

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H. "Migrant Student Educational Record"

(Sample for Secondary Student)

DATE 10/17/83

MIGRANT STUDENT EDUCATIONAL RECORD

 STUDENT ID 78104423 FXN

BIRTH DATA

SEX = M
DOB = 02/01/67
VER = 0
AGE = 16

CITY : MONTERREY
STATE :
COUNTY :
COUNTRY: MEXICO

TERMINATION

TYPE:
DATE:

F.L.Q.:
DATE:
SCHOOL:

PARENT DATA

LEGAL PARENTS:

GONZALES, ARNOLDO
GONZALES, CRUZ

CURRENT PARENTS:

HOME BASE

204 3RD STREET
ALAMO
TX 78516-0000

CURRENT RESIDENCE

609 3RD AVE EAST
TWIN FALLS
ID 83301-0000

LAST QUALIFYING MOVE: 09/08/83 END OF ELIGIBILITY: 09/08/89
MOVED FROM: CALDWELL, ID,
MOVED TO: TWIN FALLS, ID

SCHOOL HISTORY DATA

CURRENT SCHOOL: TWIN FALLS SR HIGH SCH SCHOOL ID: IDBJWN
MED. RECORD ADDRESSEE: MARY LOU OLIVAS

PREVIOUS SCHOOL: NAMPA SUMMER SCHOOL SCHOOL ID: IDBJGF
619 SO CANYON (SH:AC)
NAMPA
ID 83651-0000 PH: 208-467-5281

SH	SCHL ID ST	SCHL	DATE RES.	DATE ENROLL	DATE WITHDR	DAYS ENR	DAYS PRS	DAYS %	GR LV	M S	E T
AA	TX	BTKG	08/26/82	09/07/82	03/08/83	123	120	97	09	1	
AB	ID	BJHL	03/14/83	03/21/83	05/27/83	47	31	65	09	1	
AC	ID	BJGF	06/06/83	06/06/83	07/15/83	29	29	100	09	1	S
AD	ID	BJWN	09/08/83	09/12/83					10	2	

SECONDARY CREDIT DATA

MINIMUM GRADUATION REQUIREMENTS OF DESIGNATED HIGH SCHOOL
FOR PROJECTED GRADUATION IN 1985

DIV OF COMPENS/MIGRANT EDUCA MIGRANT EDUCATION AUSTIN,TX 78711-0000 PH: 512-475-4311

CONTACT: JESSE VELA, FRG COORDINATOR PH: 512-787-9994

REQUIRED SUBJECTS	GRADES TAUGHT	NO. TERMS REQ D	TYPE OF TERM	MIN. NO. CLOCK HRS. PER TERM	EXPLANATION
ELECTIVES	09-12	13.00	SEM		6 ONE HALF UNITS
ENGLISH	09-12	06.00	SEM		3 UNITS
HEALTH	09-12	00.00	SEM		ONE HALF UNITS
MATH	09-12	04.00	SEM		2 UNITS
P.E.	09-12	00.00	SEM		1 ONE HALF UNITS
SCIENCE	09-12	04.00	SEM		2 UNITS
SOCIAL STUDIES	09-12	05.00	SEM		2 ONE HALF UNITS
TOTAL		32.00			REQUIREMENTS ARE EFFECTIVE BEGINNING WITH THE GRADUATING CLASS OF 80

CLASS SCHEDULE FROM THE MOST RECENT REPORTING SCHOOL

SUBJECT	COURSE TITLE	SH	COURSE GRADE LEVEL	PARTIAL WORK % GR.	PARTIAL WORK CLOCK HRS IN CLASS	CREDIT GRANTED GR	CREDIT GRANTED NO. OF TERMS	TYPE OF TERM	TERM	YR
E S O L	ESL	AC	09	91	29			SEM	SUMR	83
MATH	BEG ALGEBRA	AC	09	82	29			SEM	SUMR	83

MOST RECENT REPORTING SCHOOL:
NAMPA SUMMER SCHOOL
619 SO CANYON
NAMPA
ID 83651-0000
PH: 208-467-5281

CONTACT: MARIA GOMEZ
MIGRANT RECORD CLERK
PH: 208-467-5281

SECONDARY CREDIT ACCRUAL

GRADE 9

SUBJECT	COURSE	SH	PARTIAL WORK %	PARTIAL WORK CLOCK HRS IN CLASS	CREDIT GRANTED GR	CREDIT GRANTED NO. OF TERMS	TYPE OF TERM	TERM	YR	SCHOOL NAME	TELEPHONE
ART	POTTERY	AB	87	31			SEM	SPR	83	CALDWELL SR HIGH	208-454-1438
	ART	AA	0	0	B	1.00	SEM	FALL	82	PHARR SAN JUAN AL	
	ART	AA	73	25			SEM	SPR	83	PHARR SAN JUAN AL	
E S O L	ESL	AB	82	31			SEM	SPR	83	CALDWELL SR HIGH	208-454-1438
	ESL	AA	0	0	B	1.00	SEM	FALL	82	PHARR SAN JUAN AL	
	ESL	AA	83	25			SEM	SPR	83	PHARR SAN JUAN AL	
HEALTH	HEALTH	AB	93	31			SEM	SPR	83	CALDWELL SR HIGH	208-454-1438
	HEALTH	AA	0	0	C-	1.00	SEM	FALL	82	PHARR SAN JUAN AL	
	HEALTH	AA	67	25			SEM	FALL	83	PHARR SAN JUAN AL	

****SECONDARY CREDIT DATA CONTINUED NEXT PAGE****

GONZALEN, ARMANDO J 78104423 FXN

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DATE 10/17/83 — MIGRANT STUDENT EDUCATIONAL RECORD — PAGE 2 OF 2 — STUDENT ID 78104423 10

GONZALEZ, ARMANDO J

78104423 FXN

SECONDARY CREDIT DATA

SECONDARY CREDIT ACCRUAL

GRADE 9 ****CONTINUED****

SUBJECT	COURSE	SH	PARTIAL WORK %	PARTIAL WORK CLOCK HRS IN CLASS	CREDIT GRANTED GR	CREDIT GRANTED NO. OF TERMS	TYPE OF TERM	TERM	YR	SCHOOL NAME	TELEPHONE
MATH	ALGEBRA I	AB	67	31			SEM	SPR	83	CALDWELL SR HIGH	208-454-1438
	ELEM ALGEBRA	AA	0	0	C	1.00	SEM	FALL	82	PHARR SAN JUAN AL	
	ELEM ALGEBRA	AA	78	25			SEM	SPR	83	PHARR SAN JUAN AL	
PHYSICAL ED	PE	AB	92	31			SEM	SPR	83	CALDWELL SR HIGH	208-454-1438
	PE	AA	0	0	A	1.00	SEM	FALL	82	PHARR SAN JUAN AL	
	PE	AA	93	25			SEM	SPR	83	PHARR SAN JUAN AL	
SCIENCE	EARTH SCIENCE	AB	58	31			SEM	SPR	83	CALDWELL SR HIGH	208-454-1438
	GEN SCIENCE	AA	0	0	C+	1.00	SEM	FALL	82	PHARR SAN JUAN AL	
	GEN SCIENCE	AA	81	25			SEM	SPR	83	PHARR SAN JUAN AL	

CALDWELL SR HIGH — MONTANA & WILLOW — CALDWELL — ID 83605-0000
PHARR SAN JUAN AL — PHARR — TX 78577-0000

SECONDARY CREDIT REPORTING FORM

SUBJECT	COURSE TITLE	COURSE GRADE LEVEL	PARTIAL WORK % GRADE	PARTIAL WORK CLOCK HRS IN CLASS	CREDIT GRANTED FINAL GRADE	CREDIT GRANTED NO. OF TERMS	CREDIT GRANTED CONSOLIDATED SH LINES	TYPE OF TERM	TERM	YEAR

INITIAL ENTRY OR CHANGE OF DESIGNATED HIGH SCHOOL

SCHOOL — CITY — STATE — YEAR OF GRADUATION

SUPPORTIVE DATA

CURRENT SUPPLEMENTAL PROGRAMS

NAME	CODE	DATE START	DATE END	HRS CUR

PREVIOUS SUPPLEMENTAL PROGRAMS

NAME	CODE	DATE START	DATE END	HOURS LAST	HOURS CUM	SH
E.S.O.L.	1	06/06/83	07/15/83	58	316	AC

LANGUAGE(S) FOR INSTRUCTION

LANGUAGE	ASSESSMENT DATES FORMAL	ASSESSMENT DATES INFORMAL	SH
SPANISH		03/24/83	AB

SPECIAL TALENT

DATE	NAME	SH
10/20/82	PLAYS GUITAR	AA

TEST DATA

NAME	CODE	FORM	LVL	SCORE	T	DATE ADMIN.	H	SH

SPECIAL EDUCATION CONTACT DATA

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I. "Migrant Student Health Record"

DATE 10/26/83

MIGRANT STUDENT HEALTH RECORD

 STUDENT ID 78104423 FXN

GONZALEZ, ARMANDO J

78104423 FXN

BIRTH DATA

SEX = M
DOB = 02/01/67
VER = 0
AGE = 16

PLACE OF BIRTH

MONTERREY

COUNTRY: MEXICO

LEGAL PARENTS

GONZALES, ARNOLDO
GONZALES, CRUZ

CURRENT PARENTS

HOME BASE

204 3RD STREET
ALAMO
TX 78516-0000

CURRENT RESIDENCE

609 3RD AVE EAST
TWIN FALLS
ID 83301-0000

RECENT HEALTH PROVIDERS

ID: ID0035 DATE: 09/10/83

MARY LOU OLIVAS
HOME SCH COORDINATOR
1615 FILER AVENUE EAST
TWIN FALLS
ID 83301-0000
PH: 208-734-9572

CURRENT SCHOOL

ID: IDBJAN ENRL: 09/12/83

TWIN FALLS SR HIGH SCHOOL
1615 FILER AVENUE EAST
TWIN FALLS
ID 83301-0000
PH: 208-733-6551

MIGRANT STATUS: 2

PROBLEM LIST

ICD GROUP	CONDITION	PROB FREQ	EARLIEST INCIDENCE PROV	EARLIEST INCIDENCE ENC #	EARLIEST INCIDENCE DATE	LATEST INCIDENCE PROV	LATEST INCIDENCE ENC #	LATEST INCIDENCE DATE
NO UNRESOLVED PROBLEMS CURRENTLY RECORDED								

PATIENT HISTORY

V12 PERSONAL HISTORY OF CERTAIN OTHER DISEASES
09/10/83 ENC - 0210 - REPORTED FOR ID0035 BY IDBJAN
ICD - V12.01 - MEASLES
OUTCOME - YES - INDICATED A PERSONAL HISTORY OF THIS CONDITION
ICD - V12.04 - CHICKEN POX
OUTCOME - YES - INDICATED A PERSONAL HISTORY OF THIS CONDITION

FAMILY HISTORY

V16 FAMILY HISTORY OF MALIGNANT NEOPLASM
09/10/83 ENC - 0210 - REPORTED FOR ID0035 BY IDBJAN
ICD - V16 - FAMILY HISTORY OF MALIGNANT NEOPLASM
OUTCOME - YES - INDICATED A FAMILY HISTORY OF THIS CONDITION

V17 FAMILY HISTORY OF CERTAIN CHRONIC DISABLING DISEASES
09/10/83 ENC - 0210 - REPORTED FOR ID0035 BY IDBJAN
ICD - V17.3 - FAMILY HISTORY OF ISCHEMIC HEART DISEASE
OUTCOME - YES - INDICATED A FAMILY HISTORY OF THIS CONDITION

**** NO DATA IN SCREENINGS AND LABS, IMMUNIZATIONS, LISTING OF HEALTH PROBLEMS ****

J. MSRTS "Skills Logsheets for Migrant Students (Sample)

STATE OF IDAHO
SKILLS LOGSHEET FOR MIGRANT STUDENTS:

EARLY CHILDHOOD DEVELOPMENT

STUDENT NAME _____ GRADE ____ STUDENT # _____ MNE _____

DISTRICT # _____ SCHOOL _____ TEACHER _____ DATE _____ 19 ____

INSTRUCTIONS: At time of withdrawal, report the three (3) skills most recently studied.

PSYCHOMOTOR SKILL – GROSS

Code	Skills
_____ PG01	Lifts head briefly when on stomach
_____ PG02	Turns head to avoid annoyances
_____ PG03	Rolls part way to side from back
_____ PG04	Holds head erect in supported sitting position
_____ PG05	Turns head in all directions
_____ PG06	Lifts head and chest when on stomach
_____ PG07	Exhibits vigorous body movements
_____ PG08	Rolls from side to side
_____ PG09	Rolls from stomach to back
_____ PG10	Sits with support
_____ PG11	Bounces up and down while sitting
_____ PG12	Uses limbs to move about
_____ PG13	Pulls self to stand
_____ PG14	Sits alone
_____ PG15	Creeps or crawls
_____ PG16	Pushes into sitting position
_____ PG17	Stands alone
_____ PG18	Gets down from standing
_____ PG19	Stoops and gets back up
_____ PG20	Climbs up and down objects
_____ PG21	Steps backward
_____ PG22	Walks with confidence
_____ PG23	Throws objects awkwardly
_____ PG24	Seats self in chair
_____ PG25	Throws ball overhand
_____ PG26	Goes upstairs and downstairs
_____ PG27	Pedals tricycle
_____ PG28	Jumps in place
_____ PG29	Runs well
_____ PG30	Kicks ball forward
_____ PG31	Walks on tip toe
_____ PG32	Walks on or between parallel lines
_____ PG33	Jumps from low elevation with feet together
_____ PG34	Maintains balance while broad jumping
_____ PG35	Balances on one foot
_____ PG36	Walks backward
_____ PG37	Walks up and down stairs without support
_____ PG38	Aims and throws ball
_____ PG39	Catches a medium sized bounced ball
_____ PG40	Climbs well
_____ PG41	Makes large circular frontal motion with arms, singly or simultaneously
_____ PG42	Skips on alternating feet
_____ PG43	Jumps rope
_____ PG44	Hops skillfully on dominant foot
_____ PG45	Walks on balance beam

PSYCHOMOTOR SKILL – FINE

Code	Skills
_____ PF01	Puts hands together
_____ PF02	Bats and swipes at objects
_____ PF03	Grasps and holds objects with whole hand
_____ PF04	Plays with hands and fingers
_____ PF05	Mouths objects
_____ PF06	Reaches for objects with both hands
_____ PF07	Transfers an object from hand to hand
_____ PF08	Manipulates objects by rotating wrists
_____ PF09	Uses thumb and two or three fingers to grasp objects
_____ PF10	Coordinates hand/arm movement to mouth
_____ PF11	Pokes with index finger
_____ PF12	Claps hands
_____ PF13	Drops and picks up objects at will
_____ PF14	Uses hands in sequence or simultaneously
_____ PF15	Scribbles spontaneously
_____ PF16	Builds tower of two or more blocks
_____ PF17	Puts small objects into containers
_____ PF18	Dumps objects out of container
_____ PF19	Holds cup to lips for drinking
_____ PF20	Builds tower of six or more blocks
_____ PF21	Makes vertical strokes
_____ PF22	Strings large beads
_____ PF23	Displays well developed finger-wrist coordination
_____ PF24	Puts pegs in pegboard
_____ PF25	Cuts with scissors
_____ PF26	Turns pages one at a time
_____ PF27	Pours liquids with minimal spillage
_____ PF28	Builds tower of ten or more blocks
_____ PF29	Draws simple picture with three details
_____ PF30	Dresses and undresses self with help
_____ PF31	Writes some letters and simple words
_____ PF32	Laces shoes and begins to tie shoestrings
_____ PF33	Folds paper diagonally
_____ PF34	Draws a picture with at least six details.

COGNITIVE SKILL – ORAL LANGUAGE

Code	Skills
_____ CO01	Makes cooing sounds
_____ CO02	Makes vowel-like sounds
_____ CO03	Gurgles and blows bubbles
_____ CO04	Makes small throaty sounds
_____ CO05	Laughs aloud
_____ CO06	Imitates variations in pitch and volume
_____ CO07	Vocalizes spontaneously
_____ CO08	Makes two-syllable sounds
_____ CO09	Imitates sounds or sequences
_____ CO10	Makes several sounds in one breath
_____ CO11	Makes same sound over and over
_____ CO12	Squeals to get attention
_____ CO13	Produces sounds specific to native language of parents
_____ CO14	Uses words meaningfully
_____ CO15	Talks in jargon
_____ CO16	Says two to six or more words
_____ CO17	Communicates "whole" sentences with one word
_____ CO18	Says six to eighteen or more words
_____ CO19	Forms sentences or phrases of two or three words
_____ CO20	Uses words to make wants known
_____ CO21	Refers to self by name
_____ CO22	Uses two hundred or more recognizable words
_____ CO23	Uses some pronouns
_____ CO24	Uses plurals
_____ CO25	Gives own first and last name
_____ CO26	Forms a negative sentence
_____ CO27	Forms sentences or phrases of three to four words.
_____ CO28	Uses consonant sounds accurately
_____ CO29	Talks freely while role playing
_____ CO30	Repeats simple sound patterns
_____ CO31	Asks questions continually
_____ CO32	Uses prepositions
_____ CO33	Forms sentences or phrases of four to five words
_____ CO34	Tells experiences
_____ CO35	Tells about a picture
_____ CO36	Tells the function of a familiar object
_____ CO37	Forms meaningful sentences of six or more words
_____ CO38	Uses opposite analogies
_____ CO39	Uses past tense
_____ CO40	Uses vocabulary of 1500 or more words
_____ CO41	Uses complex language patterns
_____ CO42	Talks a great deal
_____ CO43	Names basic colors, shapes and sizes
_____ CO44	Uses selected abstract word meanings correctly
_____ CO45	Tells stories in sequence with or without aid of pictures
_____ CO46	Names some letters, numbers and words

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Rev. 2/81

COGNITIVE SKILL – VISUAL

Code	Skills
_____ CV01	Follows horizontal movement of bright objects
_____ CV02	Fixates and focuses eyes
_____ CV03	Follows object vertically and circularly
_____ CV04	Looks intently at toy in hand
_____ CV05	Turns head and eyes together
_____ CV06	Watches movement of own hands and arms
_____ CV07	Studies objects by looking, tasting and touching
_____ CV08	Looks for toy that disappears
_____ CV09	Recognizes and judges visual size of objects
_____ CV10	Responds playfully to mirror image of self
_____ CV11	Explores objects from different angles
_____ CV12	Looks for familiar object
_____ CV13	Points to object in a picture
_____ CV14	Looks for hidden object
_____ CV15	Understands spatial relations
_____ CV16	Places three shapes in a three-hole form board
_____ CV17	Matches circles, triangles, and squares
_____ CV18	Groups objects together by color, form, and size
_____ CV19	Copies horizontal line
_____ CV20	Copies circle
_____ CV21	Searches for named object without visual representation
_____ CV22	Focuses on one of many parts of an object
_____ CV23	Names pictures of objects removed from view
_____ CV24	Selects simple identical pictures
_____ CV25	Completes two parts of picture
_____ CV26	Copies cross
_____ CV27	Puts together two- to six-piece puzzle
_____ CV28	Copies square
_____ CV29	Copies triangle
_____ CV30	Copies some letters and numerals
_____ CV31	Copies some simple words
_____ CV32	Puts together six- to eight-piece puzzles

COGNITIVE SKILL – AUDITORY

Code	Skills
_____ CA01	Moves head and eyes in direction of sound
_____ CA02	Reacts differently to different sounds
_____ CA03	Looks for source of sound with eyes
_____ CA04	Listens selectively to familiar words
_____ CA05	Listens to conversation and singing tones
_____ CA06	Looks toward speaker when own name is called
_____ CA07	Responds to simple one-part command without gestures
_____ CA08	Differentiates between some words
_____ CA09	Points to one body part when asked
_____ CA10	Points to a picture of a familiar object when asked
_____ CA11	Locates sounds from all directions
_____ CA12	Responds to action words
_____ CA13	Articulates some consonants
_____ CA14	Identifies common objects by sounds
_____ CA15	Uses appropriate voice inflection
_____ CA16	Varies voice volume
_____ CA17	Increases and decreases speed of voice
_____ CA18	Reproduces plurals
_____ CA19	Identifies simple tones
_____ CA20	Recognizes melodies
_____ CA21	Identifies rhyming words
_____ CA22	Identifies like and unlike beginning consonants
_____ CA23	Repeats sentences correctly
_____ CA24	Repeats four to five letters or numerals in given order
_____ CA25	Repeats short verses

AFFECTIVE SKILL — PERSONAL / INTERACTIONAL

Code	Skills
_____ AP01	Looks at faces
_____ AP02	Smiles responsively
_____ AP03	Increases physical activity on sight or smell of food source
_____ AP04	Cries from discomfort and for attention
_____ AP05	Quiets self
_____ AP06	Responds to non-verbal attention by smiling
_____ AP07	Differentiates strangers from family
_____ AP08	Initiates social play by smiling
_____ AP09	Vocalizes socially
_____ AP10	Smiles and vocalizes at mirror image of self
_____ AP11	Imitates facial expressions
_____ AP12	Grasps source of food with both hands
_____ AP13	Distinguishes between friendly and angry talk
_____ AP14	Thrashes arms and legs when frustrated
_____ AP15	Repeats a behavior that is attended to or reinforced
_____ AP16	Gestures to familiar person
_____ AP17	Works for toy out for reach
_____ AP18	Shows fear of stranger
_____ AP19	Plays simple games
_____ AP20	Shows displeasure with loss of toy
_____ AP21	Plays by self for short period of time
_____ AP22	Relates to more than one person
_____ AP23	Recognizes the meaning of "no-no"
_____ AP24	Uses "no" appropriately
_____ AP25	Responds to rhythmic sounds and movements
_____ AP26	Imitates adult activity
_____ AP27	Shows anger
_____ AP28	Responds to attention
_____ AP29	Repeats activity over and over
_____ AP30	Resists restrictions
_____ AP31	Shows special attachment to favorite toy
_____ AP32	Displays interest in a variety of activities
_____ AP33	Explores environment
_____ AP34	Knows own possessions
_____ AP35	Indicates need for assistance
_____ AP36	Responds to music
_____ AP37	Participates in parallel play
_____ AP38	Manipulates caregivers
_____ AP39	Participates in symbolic play
_____ AP40	Seeks adult approval
_____ AP41	Participates in cooperative play
_____ AP42	Shows concern for others
_____ AP43	Seeks to please others
_____ AP44	Takes turns
_____ AP45	Shares possessions
_____ AP46	Takes pride in accomplishments
_____ AP47	Accepts routines
_____ AP48	Demonstrates sense of humor
_____ AP49	Participates in organized small group activities
_____ AP50	Participates in making group decisions
_____ AP51	Accepts group decisions
_____ AP52	Makes and keeps friends
_____ AP53	Accepts changes
_____ AP54	Demonstrates self-reliance

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K. State Goals

In order to more effectively deal with the educational needs of migrant students involved in Idaho's Migrant Program, the following goals have been emphasized:

To serve the interstate, intrastate, or five-year provisional migrant children who are in Idaho during the regular school term or summer months.

To cooperate with the Migrant Student Record Transfer System, and provide leadership to the LEAs in utilizing all information available on records.

To continue to provide leadership in assessing the cultural and linguistic backgrounds of the migrant children and to provide supplementary educational services appropriate to meet the individual needs, including those of children who do not speak English or those who have limited English language skills.

To provide leadership for effective parental involvement throughout the Idaho Migrant Program.

To continue to develop additional leadership through the Migrant Education Resource Centers.

To strive for continuous SEA and LEA staff development.

L. National Goals

The goal of the national migrant education program is to establish and/or improve supplemental programs of instruction and of supportive services for the children of migratory workers. In order to provide a degree of continuity and coordination between states, the national program has developed comprehensive national goals, which are implemented through each state program. Local projects must, then, incorporate national and state goals into their programs.

The priorities of the national program--the basis upon which the educational continuity of migratory children is assured as follows:

Specifically designed curricular programs in academic disciplines based upon migrant children's assessed needs.

Success oriented academic programs, career options and counseling activities, and vocational skills training that encourage migrant children's retention in schools and contribute to success in later life.

Communication skills programs which reflect migrant children's linguistic and cultural backgrounds.

Supportive services that foster physical and mental well-being, when necessary, for migrant children's successful participation in the basic psychological services.

Programs developed through interagency cooperation at the federal, state, and local levels.

A component for meaningful migrant parent involvement in the education of their children and in which the cooperative efforts of parents and educators will be directed toward the improvement of the migrant children's academic and social skills.

Staff development opportunities that increase staff competencies in the cognitive, psychomotor, and affective domains.

A component to properly identify and enroll all eligible migrant children.

Preschool and kindergarten programs designed to meet migrant children's developmental needs and prepare them for future success.

Development, evaluation, and dissemination of information designed to increase knowledge of: program intent; intra- and interstate program development; contribution of migrants to the community; and total effect of the program.

The assurance that sequence and continuity will be an inherent part of the migrant child's total education program through: the development of a system which should facilitate the exchange of methods, concepts, and materials; and effective use of the MSRTS component for inter- and intrastate communication in the exchange of student records.

Federal law prohibits discrimination on the basis of race, color, religion, sex, national origin, age, or handicap in any educational programs or activities receiving federal financial assistance. (Title VI and VII of the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973).

It is the policy of the Idaho State Department of Education not to discriminate in any educational programs or activities or in employment practices.

Inquiries regarding compliance with this nondiscriminatory policy may be directed to Jerry L. Evans, State Superintendent of Public Instruction, Len B. Jordan Building, Boise, Idaho, 83720, (208) 334-3301, or to the Director of the Office of Civil Rights, Department of Agriculture Education, Washington, D.C.